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ABSTRACT

An instrument of 55 items, "Teachers' Perceptions of Teaching and Educational Reform," was developed using factors and reform proposals emphasized in current literature. Using a stratified random sampling technique, 64 schools from the southeastern section of Georgia were selected for participation. Surveys were returned by 56 (87.5%) of the schools and a total of 1,436 of the surveys were completed by teachers in the participating schools. Of this total, 97 were social science teachers. Factors related to the teaching profession that were viewed as most encouraging by the social science teachers were: (a) contributions to humanity, (b) job security, and (c) job availability. Factors viewed as most discouraging were: (a) salary, (b) student cooperation, (c) social status, and (d) parental support. Reform criteria were rated by these teachers and reforms receiving strongest agreement included those related to increased salary and funding, use of mentor teachers, and partnerships between colleges/universities and community schools. A majority (74.2%) disagreed with the proposal to abolish the undergraduate major in education and 75.3% disagreed with requiring 5 years of collegiate teacher training. An appendix containing statistical data from the survey results is included. (Author/DB)

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THE TEACHING PROFESSION AND EDUCATIONAL REFORM: VIEWS OF SOCIAL SCIENCE TEACHERS

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ACKNOWLEDGEMENTS

The Board of Regents of the University System of Georgia, in the Fall of 1988, provided Special Funding Initiative Resources for a Teacher Education Center at Georgia Southern College to be conducted in cooperation with Armstrong State College and area school districts. Funding for this particular project was generated entirely by the Special Funding Initiative at the discretion of the Teacher Education Center. Content of the report, however, does not necessarily reflect opinions of the Teacher Education Center Advisory Committee members.

Area educators (teachers, principals, and superintendents) cooperated extensively in the data collection process. Contact was initially made with 40 systems to learn of their interest in participating in the study. These systems were contacted: Appling, Bacon, Brantley, Bryan, Bulloch, Burke, Camden, Candler, Charlton, Chatham, Columbia, Dublin City, Effingham, Emanuel, Evans, Glascock, Glynn, Jeff Davis, Jefferson, Jenkins, Johnson, Laurens, Liberty, Long, McDuffie, McIntosh, Montgomery, Pierce, Richmond, Screven, Tattnall, Toombs, Treutlen, Vidalia City, Ware, Warren, Waycross City, Washington, Wayne, and Wheeler. Thirty-six of the systems participated.

Jan Mons significantly contributed to the data collection and analysis process. Ms. Mons served as a Research Graduate Assistant during the 1988-1989 academic year.

INTRODUCTION

Teachers and teaching during the 1980's have been a studied entity. Queries and opinions have eminated from a variety of sources: legislatures, special interest groups, lay citizenry, business communities, etc. The very nature of American public education lends itself to scrutiny and recommendations from such sources.

Public concern with mediocrity in education escalated in the spring of 1983 with the release of A NATION AT RISK. "Since 1983 the states have generated more rules and regulations about all aspects of education than in the previous 20 years. Nationwide more than 700 state statutes affecting some aspect of the teaching profession were enacted between 1984 and 1986" (Timar and Kirp, 1989).

Significant ideas for the improvement of education, in these times of reform, often emerge from non-educators. "The National Commission on Excellence in Education. . .had ample business representation while classroom teachers were given one slot on a commission of 33 individuals" (Romanish, 1987). In Georgia, a similar scenario is recognized in the development of the Quality Basic Education Act. Although an intricate network for communication with the state's teachers was devised, the initial, formally appointed committee had a membership reflecting the national image in relation to teacher representation.

Along with public education, teachers are "under the microscope." And, the resulting image may best be described as kaleidoscopic. The most accurate view, however, may come from those being observed, the teachers themselves.

Teachers and teaching have received broad analytical coverage. In specific terms, geographically, what is the current status of teachers and teaching? This study was designed to elicit information from social science teachers relative to teaching as a career opportunity and in regard to a variety of educational reform issues. A wide range of descriptive data is available on these topics from the general population of teachers. Studies have been generated that offer national perspectives. State-wide views are available in many areas. A purpose of this study, however, was to establish a knowledge base of information restricted by geographical parameters and the teaching area of social science. Population, then, was confined to social science teachers in the 40 county service area of the Southern Teacher Education Center. The area, in general terms, may be referred to as southeast Georgia (SEGA). A very specific intent guided geographic delineation: What are the views of THESE social science teachers? Specific questions addressed by this research study are listed below:

(1) How do social science teachers in southeast Georgia perceive the teaching profession as a career opportunity?

(2) How do SEGA social science teachers perceive various proposals for educational reform?

(3) Do SEGA social science teachers, categorized on the basis of background variables, differ in their perceptions of the teaching profession and educational reform?

METHODOLOGY

The research was conducted during the 1988-89 academic year. The background research and a pilot study were conducted during Fall, 1988. Revisions in instrumentation were made and revised instruments were administered to the population during April, 1989. Instruments were returned and data analyzed during the following weeks. A discussion of the subjects, instrumentation, and data analysis follows.

Subjects

The target area for study consisted of 40 school systems in the southeastern portion of Georgia. Using a stratified random sampling technique, 64 schools were selected for participation. Superintendents in the systems were contacted for permission to survey the selected schools and 36 (85%) agreed. Surveys were returned by 56 (87.5%) of the schools. A total of 1436 of the surveys were completed by teachers in participating schools. Of this total, 97 were social science teachers.

Instrumentation

The instrument, "Teachers' Perceptions of Teaching and Educational Reform," was developed by the researchers using factors and reform proposals that were emphasized in current professional literature. It included items in three areas.

SECTION I included 16 controlled-choice items. These items requested background information related to the individual's preparation, teaching position, and personal characteristics.

SECTION II provided an opportunity for teachers to identify their perceptions of teaching as a career. The first ten items requested that respondents identify the level of encouragement of various factors related to teaching. The ten factors were:

certification requirements
contributions to humanity
fringe benefits
job availability
job security
parental support
salary
social status
student cooperation
working conditions

Other items in this section asked teachers to rate their level of enjoyment of teaching for themselves and others and the appropriateness of the teaching profession for themselves and others. The final item in this section asked teachers to determine whether or not they would choose teaching again if they could start all over.

SECTION III included 22 items identifying the reforms that have been proposed by various interest groups. Respondents were requested to rate their level of agreement. The reforms included were:

abolition of undergraduate major in education
career ladders with differentiated salaries in relation to accomplishments

certification based on classroom performance
differentiated staffing; certified teachers assisted by interns, instructors, paraprofessionals, etc.
higher teacher salaries
increased academic curriculum in high schools
less emphasis on athletics and other extra-curricular activities
longer school days
longer school years
mentor teachers to assist and supervise beginning teachers
more federal funding for education programs
more state funding for education programs
national board certification process
partnerships between colleges/universities and community schools
public education for four-year-olds
requirement for students to do homework
requirement of five years for collegiate teacher training
restriction of teachers to instructing only in their subject matter major
standardized testing of teachers as a basis for teacher credentializing and licensing
standardized testing of students at every grade level
standardized test scores used in determining student promotion
state standardization of curriculum

In addition to the controlled-choice items on the instrument, an open-ended item was included. This item enabled teachers to provide comments related to the teaching profession and educational reform.

Analysis of Data

The researchers used two statistical procedures to analyze the data. Frequency statistics were used to determine the population's responses to background information, perceptions of teaching as a career opportunity, and views of educational reform considerations. Analyses of variance were computed to determine differences in perceptions of groups of teachers categorized on the basis of background variables.

RESULTS

The responses to items on the instrument were analyzed using two statistical procedures: frequency statistics and analysis of variance. The findings are reported in three areas: background information, perceptions of teaching as a career opportunity, and perceptions of educational reform considerations.

Background Information

Frequencies

The respondents provided a pool of subjects with varying backgrounds and instructional settings. For example, 21.1% had from 0 to 5 years experience, 12.6% had from 6 to 10 years experience, 25.3% had from 11 to 15 years experience, 22.1% had from 16 to 20 years experience and 18.9% had greater than 20 years experience. Other specific information related to community size, school size, organizational structure of school, sex, race, etc. can be found on Table 1.

In an effort to determine people that were influential in the decision to teach, the researchers included an item requesting identification of the most influential person in the subject's decision. High school teacher was identified by 47.6%, family member by 22.6%, other by 15.5%, elementary teacher by 8.3%, high school principal by 3.6%, and friend by 2.4%. No one listed the elementary school principal or school counselor as being the most influential person in their decision to teach.

Another item asked subjects to identify family members serving in the field of education. Less than half (53.1%) had no immediate family member in the field of education. The most common responses were spouse (25%), sister (18.8%), and mother (16.7%).

A large number of subjects did not develop an interest in teaching until they were at least college age; 36.5% were the traditional college age of 19-21; 8.3% were 22-25, and 7.3% were older than 25. However, the elementary and middle grade years were also an important time for career decisions as 27.1% made the decision at this time.

Perceptions of Teaching

Frequencies

The subjects responded to 17 items related to teaching as a career choice. Table 2 presents percentages for each of these items. The factors related to the teaching profession that were viewed as most encouraging were: (a) contributions to humanity, (b) job security, and (c) job availability. Factors viewed as most discouraging were: (a) salary, (b) student cooperation, (c) social status, and (d) parental support.

A large majority reported that they enjoyed teaching either all of the time (7.4%) or most of the time (69.1%). Many clarified this response with comments that differentiated between teaching

and non-teaching duties. Less than half (40.4%) of the subjects agreed that teaching is a good career for females, while 23.4% responded "yes" to the idea that teaching is a good career for males.

When asked whether they would encourage an interested daughter to pursue teaching, only 24.5% responded affirmatively while 38.3% said "no." Others indicated that this was possible (27.7%) or doubtful (9.6%). Even fewer (14.9%) would encourage an interested son, with others responding to this statement in more negative categories: possibly (24.5%), doubtfully (12.8%) and no (47.9%).

Respondents evaluated their own career choice by responding to the question: "If you could start all over again, would you choose teaching as a career?" Only 15.6% answered with a definite "yes" while others responded: possibly (28.1%), doubtfully (26.2%) and no (30.2%).

Differences Between Groups

Analyses of variance were computed to determine differences in perceptions of teaching between groups of subjects categorized on the basis of background variables. There were 23 significant differences, at the .05 level, in perceptions of teaching as identified by responses to 17 items. Table 3 identifies specific statistical results.

Educational Reform Considerations

Frequencies

The subjects responded to twenty-two items identifying their level of agreement with educational reform considerations. Specific percentages for each item are indicated on Table 4. Some of the major findings are identified below:

1. Reforms receiving strongest agreement included those related to increased salary and funding, use of mentor teachers, and partnerships between colleges/universities and community schools.
2. A large majority (74.2%) disagreed with the proposal to abolish the undergraduate major in education. Additionally, 75.3% disagreed with requiring five years of collegiate teacher training.
3. Proposals for utilization of standardized tests were viewed negatively by these teachers: 57.4% disagreed with standardized testing of teachers as a basis for credentializing and licensing; 66% disagreed with the standardized testing of students at every grade level; and 74.8% disagreed with the use of standardized test scores in determining student promotion.
4. Although teachers disagreed with features of standardized test utilization, the majority (60.6%) agreed with state standardization of curriculum.

5. While essentially all respondents (100%) agreed with proposals for higher teacher salaries, only (56.4%) agreed with career ladders that would differentiate salaries in relation to accomplishments. Additionally, two other proposals that could increase annual salaries, longer school days and longer school years, were viewed negatively.

Differences Between Groups

Analyses of variance were calculated to determine significant differences, at the .05 level, between groups of teachers categorized on the basis of 15 background variables. There were 26 significant differences in perceptions of 22 reforms. Table 5 identifies specific statistical results.

Summary of Results

1. The majority of respondents viewed contributions to humanity, job availability and job security as encouraging factors. Other factors related to the teaching career were viewed as discouraging by a majority of the respondents.

2. Fourteen of the reforms were viewed positively by a majority of subjects while nine were viewed negatively.

3. There were numerous differences in perceptions of teaching factors and reforms between various groups categorized on the basis of background variables.

Recommendations

The current picture of teachers and teaching, as presented by these social science teachers, is not a particularly positive one. In fact, when considering the item, "If you could start all over again, would you choose teaching as a career," social science teachers were the most negative of all 17 certification areas. What are their feelings? To whom should these concerns be addressed? For these teachers to be a positive change agent, as compared with a perpetuator of current conditions, a plan of action must be identified and implemented.

These teachers possess a wealth of information relative to education as a career opportunity and to educational reform issues. If education is to be improved, it is imperative that teachers become an involved source in the decision-making process.

APPENDICES

APPENDIX A

Table 1

BACKGROUND INFORMATION FOR SOCIAL SCIENCE TEACHERS

	Variable	Percentages
1.	Population of community in which school is located:	
	a. less than 10,000	23.7
	b. 10,000 to 20,000	25.8
	c. 20,001 to 50,000	20.6
	d. 50,001 to 100,000	9.3
	e. more than 100,000	20.6
2.	Student enrollment of school:	
	a. less than 300	1.0
	b. 300 to 750	18.6
	c. 751 to 1200	62.9
	d. 1201 to 1650	17.5
3.	Organizational structure of school:	
	a. elementary grades	4.1
	b. middle grades/junior high	25.8
	c. high school	68.0
	d. combination	2.1
4.	Grade level(s) taught:	
	a. elementary	3.1
	b. middle grades/junior high	24.7
	c. high school	68.0
	d. combination	4.1
5.	Number of preparations per day:	
	a. one	25.0
	b. two	40.6
	c. three	22.9
	d. four	7.3
	e. five or more	4.2

Table 1 continued

6.	Highest degree attained:		
	a.	baccalaureate	43.3
	b.	masters	43.3
	c.	specialist	12.4
	d.	doctorate	1.0
7.	Bachelors in Education		
	a.	yes	67.7
	b.	no	32.3
8.	Undergraduate grade point average:		
	a.	2.0 to 2.49	6.3
	b.	2.5 to 2.99	21.9
	c.	3.0 to 3.49	52.1
	d.	3.5 to 3.99	19.8
	e.	4.0	----
9.	Most influential person in decision to teach:		
	a.	family member	22.6
	b.	elementary teacher	8.3
	c.	elementary principal	----
	d.	high school teacher	47.6
	e.	high school principal	3.6
	f.	school counselor	----
	g.	friend	2.4
	h.	other	15.5

10. Family members serving in field of education:

		Yes	No
a.	brother	5.2	94.8
b.	daughter	4.2	95.8
c.	father	5.2	94.8
d.	mother	16.7	83.3
e.	sister	18.8	81.3
f.	son	-----	100.0
g.	spouse	25.0	75.0
h.	none	53.1	46.9

Table 1 continued

11.	Age at which individual initially developed an interest in teaching:		
	a.	younger than 12	10.4
	b.	12-15	16.7
	c.	16-18	20.8
	d.	19-21	36.5
	e.	22-25	8.3
	f.	older than 25	7.3
12.	Current age:		
	a.	21-30	13.7
	b.	31-40	37.9
	c.	41-50	32.6
	d.	51-60	15.8
	e.	61-70	----
13.	Sex:		
	a.	female	54.2
	b.	male	45.8
14.	Race:		
	a.	black	15.6
	b.	other	----
	c.	white	84.4
15.	Years Experience		
	a.	0-5	21.1
	b.	6-10	12.6
	c.	11-15	25.3
	d.	16-20	22.1
	e.	>20	18.9

Table 2

PERCEPTIONS OF TEACHING AS A CAREER OPPORTUNITY

Variables	Percentages			
	Very Encouraging	Encouraging	Discouraging	Very Discouraging
A. Factors in teaching				
1. certification requirements	5.1	33.1	39.2	22.6
2. contribution to humanity	42.1	49.5	7.4	1.1
3. fringe benefits	6.3	37.9	34.7	21.1
4. job availability	9.6	71.3	17.0	2.1
5. job security	16.0	68.1	13.8	2.1
6. parental support	5.3	25.3	38.9	30.5
7. salary	2.1	11.6	44.2	42.1
8. social status	1.0	29.2	47.9	21.9
9. student cooperation	3.2	26.3	46.3	24.2
10. working conditions	8.5	33.0	41.5	17.0
	All of the time	Most of the time	Some of the time	Not very much	Not at all
B. Enjoyment of teaching					
1. I enjoy teaching:	7.4	69.1	20.2	----	3.2
2. Most teachers enjoy teaching:	----	44.7	45.7	----	9.6
	Yes	Possibly	Doubtfully	No
C. Teacher candidates				
1. Teaching is a good career for females	40.4	47.9	6.4	5.3
2. Teaching is a good career for males	23.4	47.9	13.8	14.9
3. I would encourage an interested daughter to pursue teaching	24.5	27.7	9.6	38.3
4. I would encourage an interested son to pursue teaching	14.9	24.5	12.8	47.9

Table 2 continued

	Yes	Possibly	Doubtfully	No
D. Your career choice				
If you could start all over again, would you choose teaching as a career	15.6	28.1	26.0	30.2

Table 3

SIGNIFICANT DIFFERENCES IN PERCEPTIONS OF TEACHING BETWEEN GROUPS CATEGORIZED ON BASIS OF BACKGROUND VARIABLES

Community Population	ratio	prob.	*direction of significance (in thousands)
Social status	3.21	.0164	<10+,10to20+,50to100,20to50,>100-
Most enjoy teaching	2.69	.0360	<10+,10to20,>100,20to50,50to100-
Good career for females	2.45	.0516	10to20+,<10,50to100,>100,20to50-
Type of School	**ratio**	**prob.**	**direction of significance**
Fringe benefits	3.13	.0295	Elem+,Middle,HS-,Comb.
Grade Level Taught	**ratio**	**prob.**	**direction of significance**
Fringe benefits	3.22	.0262	Elem.,Middle,HS,Comb.
Parental support	3.11	.0302	Elem.,Middle,HS,Comb.
Daily Preparations	**ratio**	**prob.**	**direction of significance**
Most enjoy teaching	2.56	.0442	4+,5 or more,3,1,2-
Parental support	2.43	.0535	5 or more+,4,3-,1,2-
Highest Degree	**ratio**	**prob.**	**direction of significance**
Student cooperation	2.67	.0523	Bach.+,Spec.,Mast.-,Doct.
Working conditions	2.73	.0483	Bach.,Spec.,Mast.,Doct.
Would encourage daughter	2.59	.0576	Doct., Spec., Bach., Mast.
Contributions to humanity	3.82	.0125	Bach.+, Mast.-, Spec., Doct.
Bachelors in Education	**ratio**	**prob.**	**direction of significance**
Student cooperation	4.53	.0361	Yes+, No-
Good career for males	6.09	.0155	Yes+, No-
Grade Point Average	**ratio**	**prob.**	**direction of significance**
Fringe benefits	2.95	.0370	3.5-3.99,2.0-2.49,2.5-2.99,3.0-3.49
Salary	2.64	.0545	3.5-3.99+,2.5-2.99,2.0-2.49,3.0-3.49-

*Groups are identified from most positive to least positive.

Plus (+) and minus (-) indicate a .05 level of significance between groups using the Scheffe test.

Table 3 Continued

Current Age	ratio	prob.	direction of significance
Fringe benefits	2.57	.0596	21to30, 31to40, 41to50, 51to60
Job security	3.13	.0295	31to40+, 21to30, 41to50, 51to60-

Sex	ratio	prob.	direction of significance
Job availability	6.69	.0113	Female+, Male-
Would encourage son	4.60	.0346	Female+, Male-

Race	ratio	prob.	direction of significance
Working Conditions	4.97	.0283	White+, Black-

Years Experience	ratio	prob.	direction of significance
Fringe benefits	5.97	.0003	0to5+, 6to10, 11to15, >20-, 16to20-
Good career for males	2.45	.0519	0to5+, >20, 11to15, 6to10, 16to20-

Table 4

PERCEPTIONS OF EDUCATIONAL REFORM CONSIDERATIONS

Reforms	Percentages			
	Strongly Agree	Agree	Disagree	Strongly Disagree
1. abolition of undergraduate major in education	8.6	17.2	45.2	29.0
2. career ladders with differentiated salaries in relationship to accomplishments	13.8	42.6	26.6	17.0
3. certification based on classroom performance	10.5	62.1	20.0	7.4
4. differentiated staffing; certified teachers assisted by interns, instructors, paraprofessionals, etc.	21.1	65.6	11.1	2.2
5. higher teacher salaries	85.3	14.7	----	----
6. increased academic curriculum in high schools	38.9	46.3	11.6	3.2
7. less emphasis on athletics and other extracurricular activities	16.8	34.7	32.6	15.8
8. longer school days	2.1	4.2	43.2	50.5
9. longer school years	3.2	16.8	33.7	46.3
10. mentor teachers to assist and supervise beginning teachers	29.5	63.2	4.2	3.2
11. more federal funding for educational programs	36.2	37.2	20.2	6.4
12. more state funding for educational programs	46.8	50.0	3.2	----
13. national board certification process	10.6	43.6	33.0	12.8
14. partnerships between colleges/ universities and community schools	22.8	72.8	4.3	----
15. public education for four year olds	3.2	23.4	39.4	34.0
16. requirement for students to do homework	26.6	48.9	20.2	4.3
17. requirement of five years for collegiate teacher training	7.5	17.2	51.6	23.7

Table 4 continued

18. restriction of teachers to instructing only in their subject matter major	25.3	52.6	18.9	3.2
19. standardized testing of teachers as a basis for teacher credentializing and licensing	4.3	38.3	38.3	19.1
20. standardized testing of students at every grade level	7.4	26.6	44.7	21.3
21. standardized test scores used in determining student promotion	7.4	17.9	53.7	21.1
22. state standardization of curriculum	19.1	41.5	29.8	9.6

Table 5

SIGNIFICANT DIFFERENCES IN PERCEPTIONS OF REFORM BETWEEN GROUPS CATEGORIZED ON THE BASIS OF BACKGROUND VARIABLES

Community Population	ratio	prob.	direction of significance
Career ladder	2.48	.0494	50to100, <10, >100, 10to20, 20to50
Increased academic curriculum in high school	2.42	.0541	50to100+, <10, >100, 10to20, 20to50
Mentor teachers for beginning teachers	2.50	.0481	<10, 20to50, 50to100, >100, 10to20

Student Enrollment	ratio	prob.	direction of significance
Higher teacher salaries	2.61	.0560	<300,751to1200+,1201to1650,300to750-
Longer school year	2.89	.0394	<300+,1201to1650,751-1200,300to750-

Grade Level Taught	ratio	prob.	direction of significance
State standard of curriculum	2.68	.0519	Comb.+, Elem., HS-, Middle

Daily Preparations	ratio	prob.	direction of significance
Increased academic curriculum in high school	2.54	.0455	5 or more, 4, 3, 1, 2

Highest Degree	ratio	prob.	direction of significance
Increased academic curriculum in high school	2.79	.0447	Bach.+, Mast.+, Spec.-, Doct.

Grade Point Average	ratio	prob.	direction of significance
Career ladders with differentiated salaries in relationship to accomplishments	3.16	.0285	2.0-2.49+, 3.0-3.49, 2.5-2.99, 3.5-3.99- 2.0-2.49+, 3.0-3.49-, 2.5-2.99-, 3.5-3.99-
Higher teacher salaries	5.45	.0017	2.5-2.99+, 3.0-3.49, 3.5-3.99-, 2.0-2.49- 2.5-2.99+, 3.0-3.49+, 3.5-3.99-, 2.0-2.49-

Table 5 continued

Most Influential Person	ratio	prob.	direction of significance
Differential staffing	2.31	.0525	O+, F-, ET, FR, HT-, HP

KEY:

F= Family member	HP= High School Principal
ET= Elementary Teacher	SC= School Counselor
EP= Elementary Principal	FR= Friend
HT= High School Teacher	O= Other

Age First Interested	ratio	prob.	direction of significance
National Board Certification Process	2.58	.0318	>25, 22to25, 16to18, 12to15, <12, 19to21

Current Age	ratio	prob.	direction of significance
State standardization of curriculum	2.71	.0498	21to30+, 51to60, 41to50, 31to40-

Sex	ratio	prob.	direction of significance
Career ladder	3.71	.0571	Female+, Male-
Certification based on performance	9.58	.0026	Female+, Male-
Longer school year	8.00	.0057	Female+, Male-
Require students to do homework	6.96	.0098	Female+, Male-
Standardized test scores to determine promotion	4.03	.0476	Female+, Male-

Bachelors in Education	ratio	prob.	direction of significance
Standardized testing for teachers	4.35	.0397	Yes+, No-
Standardized testing for students at every grade	4.31	.0408	Yes+, No-

Race	ratio	prob.	direction of significance
Would abolish education major	6.60	.0118	White+, Black-
Public education for 4 year olds	3.83	.0535	White+, Black-
Standardized testing of teachers for licensing	4.44	.0377	White+, Black-

Table 5 continued

Years Experience	ratio	prob.	direction of significance
Longer school year	4.57	.0021	0to5+, 16to20+, >20, 6to10, 11to15-
Standardized testing of teachers	2.73	.0340	0to5+, 6to10, 16to20, >20, 11to15-
Longer school days	3.10	.0193	0to5+, 16to20+, 6to10, >20, 11to15-

APPENDIX B

REFERENCES

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